# Table of Contents

- Introduction to AM•EI ................................................................. 3
- Framework for the Courses in the AM•EI ................................. 4
- Health Professions Education Grand Rounds ................................ 5
- Design and Planning of Learning Activities ................................. 9
- Teaching and Supporting Learners ................................................ 14
- Assessment and Feedback to Learners ......................................... 17
- Educational Research and Evidenced-based Practice .................... 20
- Educational Management and Leadership ..................................... 233
Overview

The desire to enhance the healthcare teaching environment and raise standards in healthcare education has led Duke-NUS and SingHealth to establish the Academic Medicine Education Institute (AM•EI). As a joint institute, AM•EI brings together educational expertise from Duke-NUS and SingHealth as a community of excellent educators and leaders in education committed to excellence in teaching and learning.

AM•EI aims to build a pool of clinician educators who are passionate in developing and nurturing the next generation of healthcare professionals. Tailored to the needs of clinician educators of all levels, it offers faculty development programs to sharpen teaching skills including bedside teaching approaches; spur innovation in pedagogical methods and curriculum; promote and support educational research to improve teaching methodologies and improve learning outcomes. The AM•EI recognizes and supports the academic advancement of outstanding clinician educators by providing resources and opportunities for them to increase their competency and academic impact. Essentially, it is positioned as the healthcare teachers' training college - inspiring clinician educators of all levels.

The AM•EI is an inclusive organization catering to inter-profession learning and welcomes all doctors, nurses, allied health professionals and all who are contributing to education. With multi-disciplinary and inter-profession learning, the AM•EI encourages exchange and cross-fertilization of ideas and facilitate the development of innovative methods of teaching to advance healthcare education as a whole.

In the spirit of generativity, the ultimate goal of the AM•EI is to develop excellent healthcare educators who can contribute to building up other healthcare professionals in a vibrant learning environment that promotes care innovation and improved outcomes. The AM•EI represents the heart of excellence in teaching and learning within SingHealth and Duke-NUS.

Mission

Support the educational activities of the Academic Clinical Programs

- Facilitate synergy and efficiency in the educational programs in SingHealth and Duke-NUS
- Develop, mentor and retain the best educators for our students, residents, other trainees and faculty.
- Stimulate and support the development of innovative educational programs
Framework for the Courses in the AM•EI

The primary purpose of the AM•EI courses is to enhance the skills of health professions educators. We believe that there are a core set of values that all educators must have and a varying degree of competencies that fall within five key domains: Designing and Planning of Learning Activities, Teaching and Supporting Learners, Assessment and Feedback to Learners, Educational and Evidence-based Practice of Medical Education, and Educational Management and Leadership (see Figure below).

Figure 1.

This framework was adapted from Academy of Medical Educators. Professional Standards (2012). London: Academy of Medical Education; 2011

The courses described in this catalogue represent a series of courses within each of these domains and at varying levels. As the AM•EI programming expands, we will be providing additional modules and identifying certificate courses. In addition, we will be exploring ways to develop and train faculty to give these courses as well – so that we can deliver them more frequently.
The Health Professions Education Grand Rounds will be a series of lunchtime seminars, designed to introduce the core values and domains for the development of quality educators; as well as showcase visitors or new ideas and concepts within education.

**Becoming a Health Professions Educator: What is expected, how to achieve it, and how will the Education Institute help?**

**DESCRIPTION:**

Almost everyone in the Health Professions has a role in teaching. It could be to your patients, colleagues, or students. Being an Academic Medical Center, SingHealth has a vision of being the one of the leaders in education in Singapore. This presentation will outline the vision of health professions education, what the career paths might be, what are the core values of being an educator, and how the Academic Medicine Education Institute will help facilitate that vision.

**OBJECTIVES:**

- Be aware of the core values of education and five competency domains.
- Recognize the core values expected of a good educator.
- Appreciate the role of the AM.EI in helping individuals develop as an educator.

**AUDIENCE:**

Open to all

**FACULTY**

AM•EI faculty

**DURATION**

1.5 hours
What do you need to think about when creating a learning activity?

**DESCRIPTION:**
Learners are different. There are many learning strategies to reach different learners. What are the things that will help you know what the best strategy might be for your learners (and your available resources), achieve the outcomes you want, and make improvements.

**OBJECTIVES:**
- Appreciate the value of needs assessment, clarity of outcomes, evaluation of learning activities.
- Recognizes various learning strategies and need to match to learner needs and available resources.
- Recognize the core competencies required to design and plan learning activities.
- Appreciate the role of the EI in helping individuals develop or improve courses.

**AUDIENCE:**
Open to all

**FACULTY**
AM•EI faculty

**DURATION**
1.5 hours

What are the various learning methodologies and how do they help facilitate learning?

**DESCRIPTION:**
Creating a safe and positive learning environment is the key to effective learning.

**OBJECTIVES:**
- Appreciate the importance of creating a safe and positive learning environment.
- Recognizes various learning strategies and need to assess learner needs continually to achieve maximum effectiveness.
- Recognize the core competencies required to create a supportive learning environment.
- Appreciate the role of the EI in helping individuals assess and reflect on the programs developed.

**AUDIENCE:**
Open to all

**FACULTY**
AM•EI faculty

**DURATION**
1.5 hours
Assessment and Feedback – why is it so hard?

**DESCRIPTION:**
Assessment is everywhere. What is the purpose of assessment, what are some of the strategies to achieve good assessment, and how is it linked to outcomes and feedback?

**OBJECTIVES:**
- Appreciate the importance of linking assessment with learning outcomes.
- Recognizes various assessment strategies impact the learning strategies used.
- Recognize the core competencies required to assess and provide effective feedback.
- Appreciate that good assessment requires continuous monitoring and improvement.
- Appreciate the role of the EI in helping individuals develop appropriate assessment and monitoring processes.

**AUDIENCE:**
Open to all

**Faculty**
AM•EI faculty

**DURATION**
1.5 hours

What is evidenced based practice in Education and why do it?

**DESCRIPTION:**
How does one know what are the best practices for quality learning – what is the evidence? How does one know that their program has had the best impact?

**OBJECTIVES:**
- Recognize good sources of literature to find best practices of medical education.
- Appreciate what it takes to move from just teaching to having a scholarly approach to learning.
- Recognize the core competencies required to conduct educational research and evidence-based practice.
- Appreciate the role of the EI in helping individuals conduct educational research.

**AUDIENCE:**
Open to all

**Faculty**
AM•EI faculty

**DURATION**
1.5 hours
What are the key regulatory bodies for education and what is my role?

**DESCRIPTION:**

Much of the formal learning takes place within a set of requirements, regulations, and larger curricular goals. As a leader of programs (like medical school, nursing schools, degree programs) one needs to understand the larger context and impact of education.

**OBJECTIVES:**

- Appreciate broader responsibilities needed to manage an entire learning program/curriculum.
- Recognize impact of policies beyond the program.
- Recognize the core competencies required to manage learning in broader context of curricula, regulatory bodies, and accreditation standards.
- Appreciate the role of the EI in helping individuals develop the leadership skills necessary to coordinate educational programs.

**AUDIENCE:**

Open to all

**FACULTY**

AM•EI faculty

**DURATION**

1.5 hours
Design and Planning of Learning Activities

The “Flipped” Classroom: Using Team-Based Learning to enhance the learning within your course.

DESCRIPTION:

Team-Based Learning (TBL) is a method of engaging learners that puts the responsibility of learning content on the students and uses the classroom time for active, engaging learning. This will introduce the participants to the concepts and principles behind TBL.

OBJECTIVES:

• Describe the fundamental principles that foster active learning in small groups.
• Identify the key elements of TBL sessions.
• Appreciate the value of the backward design.
• Define the 4 – “S”s of effective applications.
• Identify barriers to implementation and strategize solutions.

TARGET AUDIENCE:

Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in exploring a different type of pedagogy.

FACULTY

• Sandy Cook, PhD

COURSE DURATION

½ DAY
Why keep your plans a secret? Designing effective objectives and their links to quality multiple choice questions.

**DESCRIPTION:**

This workshop is designed to introduce participants to the basics of writing higher order behavioral objectives and Multiple Choice Questions (MCQs) following the National Board of Medical Examiners (NBME) guidelines and begin to outline a module using effective objectives, MCQ questions.

**OBJECTIVES:**

- Write an accurate behavioral objective that follows the essential components of a well written objective.
- Critique a series of MCQs according to the NBME guidelines.
- Write a series of appropriate objectives, MCQ, and application questions for an example module

**TARGET AUDIENCE:**

Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in exploring strategies for writing objectives and MCQs.

**FACULTY**

- Sandy Cook, PhD
- Silke Vogel, PhD
- Ha Tam Cam, PhD

**COURSE DURATION**

½ DAY
Pedagogy Workshop for Primary Care Providers

**DESCRIPTION:**

This is an introductory workshop for clinicians taking on the role of tutors or trainers in primary care clinics. The workshop comprises of didactic presentations, interactive discussions, and hands-on practice session.

**OBJECTIVES:**

- Describe relevant learning theories in medical education
- Plan and implement a training activity
- Precept a learner in the clinic
- Conduct a small group discussion
- Prepare and give a lecture

**TARGET AUDIENCE:**

Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) new to the role of an educator.

**FACULTY**

- Tay Ee Guan
- Gilbert Tan,
- Shah Mitesh

**COURSE DURATION**

2 days
What is a Standardized Patient and how would you use them for learning and assessment?

**Description:**

This is an interactive 5 day workshop designed to cover the different components of developing and running a successful Standardized Patient (SP) program. Participants will have an opportunity to train a SP in with a SP case they developed during the workshop.

**Objectives:**

- Define what a SP is and how they can be used in assessment and learning
- Develop a SP case, checklist, and train an individual to portray that case
- Develop a scoring rubric for the checklists to determine pass marks.
- Discuss with other participants the challenges of integrating SPs into a learning program

**Target Audience:**

Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in Standardized patients as a model of simulation in learning.

**Faculty**

- Mara McAdams, MD
- Calvin Tan
- Abegail Fernandez
- Wilson Xin

**Course Duration**

5 days

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**Tired of repeating the same lecture over and over? Explore Voice Annotated Presentations (VAPs) as an alternative.**

**Description:**

This workshop is designed to provide insights into a) the use of VAPs as an educational tool in your class, b) how to use VAPs effectively, c) what constitutes a VAP and d) how to produce your own VAPs.

**Objectives:**

- Describe the VAP process
- Compare the advantages and disadvantages of employing VAP as a learning technology
- Make a VAP recording and edit it
- Make these VAPs available as educational resources

**Target Audience:**

Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in using the VAP technology.

**Faculty**

- Silke Vogel, PhD

**Course Duration**

3 hrs
Mastering your Presentations.

**DESCRIPTION:**
This workshop equips participants with the necessary skills and tools to speak and engage audiences. The objectives aim to polish participants' presentation skills so that they can better engage a live audience.

**OBJECTIVES:**
- Appreciate what is expected of a presenter from the audience's point of view
- Identifying your "presence" - what is it? When do we need it most? How can we learn to switch it on?
- Practice techniques for preparing and strengthening the voice
- Exhibit strategies for building rapport with audience, no matter what your are presenting
- Demonstrate professional autocue techniques

**TARGET AUDIENCE:**
Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in improving their presentation skills.

**FACULTY**
- SingHealth Academy

**COURSE DURATION**
1 day

Rapid e-learning with Articulate

**DESCRIPTION:**
This workshop introduces participants on how to enhance their powerpoint slides to be used as effective online learning presentations. The objective is to equip participants with the know how on creating compelling eLearning courses.

**OBJECTIVES:**
- select appropriate eLearning interfaces
- Make effective use of animation to draw attention to key elements in a slide
- Incorporate picture, audio and video into slides
- Add narration to a slide and synchronize it with animations
- Integrate quizzes, surveys, Engage (interactive slides)

**TARGET AUDIENCE:**
Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in learning to adopt on-line learning to compliment their face to face learning strategies.

**FACULTY**
- SingHealth Academy

**COURSE DURATION**
1/2 day
Teaching and Supporting Learners

For Faculty

Bedside Teaching – Using micro skills to enhance the clinical learning environment.

**DESCRIPTION:**
This workshop will review the principles of microteaching to facilitate clinical/bedside teaching. Participants will engage in role play to practice, review, and critique the microteaching skills.

**OBJECTIVES:**
- Describe the key elements of microteaching
- Practice microteaching components in the clinical setting using role-play
- Reflect and critique other participant’s microteaching skills.
- Brainstorm about barriers to utilizing these skills and plan strategies to overcome those barriers and improve their bedside teaching.

**TARGET AUDIENCE:**
Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in enhancing their bedside teaching.

**FACULTY**
- Sandy Cook, PhD

**COURSE DURATION**
½ DAY
For Residents

Bedside Teaching – Using micro skills to enhance the clinical learning environment.

**Description:**
This workshop will review the principles of microteaching to facilitate clinical/bedside teaching. Participants will engage in role play to practice, review, and critique the microteaching skills.

**Objectives:**
- Describe the key elements of microteaching
- Practice microteaching components in the clinical setting using role-play
- Reflect and critique other participant’s microteaching skills.
- Brainstorm about barriers to utilizing these skills and plan strategies to overcome those barriers and improve their bedside teaching.

**Target Audience:**
Residents who are interested in enhancing their bedside teaching.

**Faculty**
- Katherine Baisa (Medical Educator-CRAFD)
- Joselito Balingit (Medical Educator-CRAFD)
- Rhodora Sanidad (Medical Educator-CRAFD)
- Diana Goh (Educator, Senior Manager, CRAFD)
- Sandy Cook, PhD

**Course Duration**
½ DAY

Making the learning sessions engaging – the role of facilitation in the learning process.

**Description:**
This workshop is designed to explore the role of facilitation in creating an active and engaging learning environment, particularly in the framework of small group learning (such as Team-based Learning).

**Objectives:**
- Recognize the power of facilitation in the classroom
- Identify and apply good facilitation behaviors
- Appreciate how facilitation is a part of small group or team-based learning.

**Target Audience:**
Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in enhancing their facilitation skills.

**Faculty**
- Charles Gullo, PhD
- Suzanne Goh, MD
- Ha Tam Cam, PhD

**Course Duration**
½ DAY
Optimizing Performance through coaching.

DESCRIPTION:
This workshop is to provide participants’ competency in developing others through coaching

OBJECTIVES:
- appreciate the role of a coach
- Identify different coaching style to different situations
- Demonstrate communication and coaching skills
- Appreciate differences between one-to-one coaching and team coaching
- Identify creative methods of conflict resolution

TARGET AUDIENCE:
Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in developing their leadership skills in developing others

FACULTY
- SingHealth Academy

COURSE DURATION
1 day
Assessment and Feedback to Learners

Issues and Challenges with Assessment and Evaluation

**DESCRIPTION:**

This workshop will discuss the purpose of assessment, how it is linked to the learning activities, and issues and concerns about assessment. Participants will go through a standard setting exercise using existing assessment tools.

**OBJECTIVES:**

- describe the linkage of curriculum, teaching, assessment and evaluation
- describe the types and define the goals of assessment (formative versus summative)
- compare and contrast the fundamental concepts of reliability and validity
- operationally develop an assessment tool
- determine how to establish the validity of an instrument

**TARGET AUDIENCE:**

Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in enhancing challenges of assessment tools.

**FACULTY**

- Sandy Cook, PhD
- Scott Compton, PhD
- Libby Cohen, EdD
- Diana Goh

**COURSE DURATION**

2 hrs

DESCRIPTION:
This workshop will offer two strategies for giving feedback to challenging individuals and provide the participants an opportunity to practice those strategies.

OBJECTIVES:
- Describe purpose of feedback
- List the elements of the DESC model for feedback
- Practice writing feedback using the DESC model.
- Practice giving feedback to challenging individuals.
- Brainstorm about barriers to utilizing these skills and plan strategies to overcome those barriers and improve their feedback skills.

TARGET AUDIENCE:
Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in enhancing their feedback skills.

FACULTY
- Sandy Cook, PhD
- Scott Compton, PhD
- Libby Cohen, EdD
- CRAFD representative

COURSE DURATION
½ day


DESCRIPTION:
This workshop will explore an electronic strategy to facilitate communications, feedback, and assessment of competencies for Medical Students.

OBJECTIVES:
- Be familiar with the mechanics of an electronic feedback system.
- Outline the template for “students” to submit reflections of their learning experience
- Map the template to the core medical student competencies using a competency form (ABCD)
- Practice giving immediate feedback to students from a sample of reflections
- Use the electronic data to craft summative feedback for final assessment form.

TARGET AUDIENCE:
Clinicians, clinician educators, and clinician researchers who are interested in integrating technology to enhance their feedback skills.

FACULTY
- Koong, Heng Nung, MD
- Sandy Cook, PhD
- Shiva?

COURSE DURATION
½ day
If you don’t know where you are going – any road will do. Using Logic Model as a road map to your assessment strategies.

**DESCRIPTION:**

This workshop is designed to introduce the Logic Model as a way to bring clarity of what you are trying to achieve in any project and help define the assessment tools and resources needed as well as reflecting on the facilitators and barriers to achieving your goals.

**OBJECTIVES:**

1. Accurately define the 3 basic components of the logic model (on an MCQ test). Including, from a sample case accurately:
   - Identify the elements that make up inputs, outputs (Activities/Participants), Outcomes (short-term/medium/long), Assumptions, and External Factors
   - Describe the relationship between backward design, objectives, and outcomes.
   - Develop a logic model map for a sample project
   - Begin to develop a logic model evaluation for their own program.

**TARGET AUDIENCE:**

Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who are interested in exploring an process to bring clarity to an evaluation process.

**FACULTY**

- Sandy Cook, PhD
- Savithini Puthucheary MD
- Ha Tam Cam, PhD

**COURSE DURATION**

½ DAY
From Inquiry to Scholarship: Academic Medicine Dissemination

**DESCRIPTION:**
This seminar will describe the various ways in which to disseminate knowledge as an academic physician at meetings through poster presentations, oral presentations, and workshops. The seminar will discuss the wide range of opportunities including clinical vignettes, research projects, and educational innovations.

**OBJECTIVES:**
- Describe ways in which academic physicians can contribute to knowledge beyond their institution
- Present the examples of different types of posters
- Practice the key steps to effective persuasive presenting
- Begin a submission to a national/international meeting for a presentation

**TARGET AUDIENCE:**
Clinicians, early researchers, QI practitioners, and those interested in increasing their sphere of influence through scholarship.

**FACULTY**
- Arpana R. Vidyarthi, MD

**COURSE DURATION:**
2 hours
Integrating Quality: Creating QI Education and Operational Programs

**DESCRIPTION:**
Improving the safety and quality of care for patients is not only a common philosophical mission of hospitals and clinicians, but also a national mandate and requirement for Joint Commission International Accreditation. Medical Educators also recognize that with the new importance placed on QI, it is necessary train our residents in this arena to best prepare them for future practice. This workshop will introduce the concept of “integrating” quality that creates aligned improvement activities while providing optimal learning/training for residents.

**OBJECTIVES:**
- Present the drivers for QI in Singapore health systems and GME programs.
- Present a conceptual model for “Integrated Quality”
- Describe the Kern 6 Step Model for Curriculum Development
- Identify opportunities within your organization for integrated quality
- Create an integrated quality program action plan

**TARGET AUDIENCE:**
Healthcare practitioners who are engaged in quality improvement, patient safety, and/or residency education

**FACULTY**
- Arpana R. Vidyarthi, MD

**COURSE DURATION**
½ DAY
How do I get my Educational Research message out? Abstract and Manuscript Writing

**DESCRIPTION:**
The workshop’s focus is on getting medical education research published. This workshop is designed to provide an overview of the steps for manuscript writing, and the development of a plan for getting your paper published.

**OBJECTIVES:**
- List reasons for you to get published
- Describe steps for successful manuscript writing
- Identify challenges and solutions
- Begin the journey to getting your paper published

**TARGET AUDIENCE:**
Anyone interested in getting their medical education research published.

**FACULTY**
- Libby Cohen, EdD
- Desiree Lai, MD

**COURSE DURATION**
3 hours

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We have all heard of Quantitative Research – but what is Qualitative Research?

**DESCRIPTION:**
The workshop’s focus is on the use of qualitative research methods in medical education. The workshop is designed to provide an overview of research questions that could be pursued using qualitative methods and to stimulate consideration about conducting a future research project using the focus group method.

**OBJECTIVES:**
- Identify research questions best answered using qualitative methods.
- Review, observe and critically assess the methodology for conducting focus groups.
- Recognize pros and cons of the focus group method compared with other qualitative methods.
- Consider a future research project using the focus group method.

**TARGET AUDIENCE:**
Anyone interested in qualitative research methods.

**FACULTY**
- Libby Cohen, EdD
- Desiree Lai, MD

**COURSE DURATION**
2 hours
Educational Management and Leadership

Advancing your Career as an Educator: Building Your Education Portfolio

**DESCRIPTION:**

Advancing your career as an educator means being able to demonstrate what you do as an educator and how well you do it. This workshop will review the strategies for building a portfolio that will help you advocate for yourself as an educator.

**OBJECTIVES:**

- describe the purpose of a portfolio and the 5 domains associated with it
- identify with appropriate evidences that reflects the achievement within each of the 5 domains
- start building a portfolio in at least one domain, and identify evidences needed
- brainstorm with other participants about other possible evidences that can be gathered to build their portfolio

**TARGET AUDIENCE:**

Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who hold or aspire to document their educational activities.

**FACULTY**

- Robert Kamei, MD
- Sandy Cook, PHD
- Diane Goh

**COURSE DURATION**

½ DAY
Developing Academic Leaders: Defining and Understanding Yourself as a Leader

**DESCRIPTION:**

Academic Medicine will require leaders from all realms: research, education, and clinical. This workshop will assist participants define leadership in academia and understand themselves as leaders through the use of the MBTI (Myers-Briggs Type Indicator).

**OBJECTIVES:**

- Identify the characteristics of an Academic Leader
- Understand the structure and uses of the MBTI
- Gain insight into one’s preferences/natural inclinations and other’s experiences with your type
- Utilize newly acquired self-awareness to drive improved individual leadership
- Assist in driving toward the vision of Academic Medicine through enhancing individual leadership capacity

**TARGET AUDIENCE:**

Clinicians, clinician educators, and clinician researchers across disciplines (medicine, nursing, etc) who hold or aspire to improve their leadership capacity

**FACULTY**

- Arpana R. Vidyarthi, MD

**COURSE DURATION**

½ DAY
**Chief Resident Development Program**

**DESCRIPTION:**

As part of the ACGME training system, each Residency has the opportunity to delineate Chief Residents. These senior-most selected residents will have responsibilities and opportunities that go beyond that of the rest of the cohort. This program assists these upcoming Chief Residents to gain the skills necessary for this new role which include leadership and administration, teaching, quality and safety management, and scholarship.

**OBJECTIVES:**

- Create the varied roles of the Chief Resident across disciplines
- Meet and work collaboratively with other Chief Residents to begin the process of community/cohort building
- Practice effective strategies for varied environments of teaching and categories of learners
- Gain key leadership and administrative skills
- Identify opportunities for scholarship during the Chief Resident year

**TARGET AUDIENCE:**

Those residents who have been chosen or are likely to serve as chief residents

**FACULTY**

- Arpana R. Vidyarthi, MD

Dr. Vidyarthi is an Internist a previous Chief Resident. She has been working in the arena of Chief Resident development and scholarship for the past 5 years.

**COURSE DURATION**

Four, 3 hour sessions